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Chapter 1 Newsletter

Vol. 3 No. 2 April 1986

Chapter 1 News

Reauthorization hearings will begin in late summer or early fall of 1986. These hearings are especially important to school districts and the Office of Public Instruction. The outcome will determine the future of ECIA Chapter 1. The program could continue as it is or it could be changed to look like the now proposed bill TEACH. As you know, TEACH is the administration's new voucher program. We hope, if you get a chance to visit with our congressmen, you will express your feelings regarding Chapter 1.

The Chapter 1 office in Washington has indicated that allocation figures can be expected by April 1. The Office of Public Instruction should be able to provide final allocation figures by April 15 if Washington meets its deadline. In any event, we will communicate locations to you as soon as possible.

See you at the spring workshop in Helena.

Gramm-Rudman-Hollings

We are sure you have heard of the Gramm-Rudman-Hollings legislation and that the ramifications of the bill will affect our ECIA Chapter 1 program. At this writing, state 1986-87 Chapter 1 allocations are to be reduced by 4.3 percent. This reduction is to be across the board for all components of Chapter 1. The federal administration is taking the stance that all programs must take the reduction unless Congress wishes to establish a different percentage cut for individual programs. However, the maximum total cut can only be the total dollar amount of the 4.3 percent reduction from the 1985-86 appropriation.

This proposed reduction does not preclude the normal Chapter 1 funding formula. If a local school district does not maintain ten countable low-income children on the Office of Public Instruction's October count, the school district's 1986-87 Chapter 1 allocation will be held harmless. As you remember, held harmless means that the allocation will be reduced by 15 percent. This process has been part of the Title I/Chapter 1 formula for over 15 years. We expect official state allocation figures by April 1.

It is our opinion that state allocations will be based upon the 4.3 percent reduction. The additional appropriated funds will be impounded until the Supreme Court makes a decision on the Gramm-Rudman-Hollings bill. The Office of Public Instruction will keep you informed of the progress of this decision and how it relates to you as a school district operating a 1986-87 Chapter 1 project.

Secretary's Initiative

Montana is again participating in the Initiative to Identify Unusually Successful Chapter 1 Projects proposed by Secretary of Education, William J. Bennett. Five selected Montana proposals were mailed to Washington, D.C., on February 19, 1986. The proposals were judged, along with five projects from each state, on their ability to establish objectives to assist Chapter 1 students and on their ability to operate within the compliance requirements of the ECIA Chapter 1 statute. However, the greatest emphasis is placed upon how successful the project is in meeting the needs of educationally disadvantaged children.

This year, five very fine projects were selected to represent Montana in this national competition. The projects were Billings Sophomore Core; Billings Elementary; Corvallis Public Schools; Lewistown Public Schools; and Vaughn Elementary. These school districts or components of projects were selected from proposals submitted to the Chapter 1 office. Superintendent Argenbright was very pleased to nominate the proposals.

All proposals were to be in Washington, D.C., by February 24, 1986, for review. The Chapter 1 office in Washington established review panels for the selection process. Each panel was given specific criteria on which to review proposals. The panels, based upon these criteria, recommended to the Secretary of Education the projects they judged to be unusually successful Chapter 1 projects or components of projects.

We learned recently that Lewistown has been selected as one of 130 nationally recognized projects.

Congratulations to Lewistown!

Chapter 1 Workshops

The ECIA Chapter 1 Fall Workshops will be held at the Great Falls Sheraton, October 8-10, 1986, and the focus of the workshop will be instruction and program operation. Presentations will be conducted by personnel from Montana Chapter 1 programs and the Office of Public Instruction. All interested persons are encouraged to submit a presentation proposal to the Chapter 1 office. The proposal forms will be distributed at the Chapter 1 Spring Workshop. If you wish to submit a proposal to conduct a session, obtain a proposal form from your Chapter 1 authorized representative or call the Chapter 1 office at 444-5660.

The Migrant Education Instructional Workshop will be held in Billings at the Career Center on Saturday, May 17, 1986. Please call 444-4421 if you have questions.

Chapter 1—Migrant

In 1985, eight summer school projects provided migrant students an opportunity to learn in an environment designed specifically to meet their needs. Over 500 students participated in programs which were planned to allow them more direct contact with teachers through success-oriented individualized or small group instruction. Programs in Fromberg, Billings, Hardin, Hysham, Glendive, Fairview and Bigfork emphasized the academic areas of language arts, reading and mathematics. All students received instruction in each of these three disciplines for approximately one hour per day. Other areas of instruction included geography, oral language development, career education and science. Preschool children received instruction in reading and math at readiness levels, while secondary students worked hard to earn partial credits in English, math and history. Nonacademic activities, such as school fiestas, were integrated into the curriculum to improve the self-concept of the migrant child and to build self-esteem.

Dealing with students of multicultural backgrounds and varying abilities who come from throughout our country is no easy task. Capitalizing on the learning opportunities, rather than the problems of a mobile lifestyle is how one innovative teacher from Fairview addressed this challenge. Bonnie Sutton used a map project with her students to teach skills in geography, math, listening, oral language and writing.

On the first day in Mrs. Sutton's class, students were assigned the task of reproducing the United States map on a board they had already covered with paper. Their decisions guided the size, color and details on the map and background. As each student enrolled in class, he or she made small flags color coded to their family name and glued them to pins to place at their permanent residence. From here they placed flags at key points to outline their trip to Montana. At least one flag had to be in every state through which they passed. The exact location they chose was determined by the student; it could be a favorite city, a place they had a meal or stayed overnight, or a capital. They used encyclopedias to determine the approximate location of the city they flagged. This activity provided practice in study skills and reading application.

After all flags were in Montana, the next step was to trace the students' trips home, covering the states through which they would travel, usually a different route. When all the flags were in place, thread was wound around each pinhead and what emerged was a clear visual record of their journey. By this time, classes were well under way and the map could be used by all students as a learning tool. For example, learning to use a map scale led to figuring miles traveled (math skills), while performing each map task gave practice in following directions and listening skills.

In later weeks, students discussed geographic differences and similarities of the states through which they traveled, listed crops their families harvested throughout the country and delved into the language, food and cultural highlights of the states they had visited. The map became the focal point of the classroom as the students got to know one another and compared their travels and the characteristics of the areas in which they had lived. Extended activities for such a project were limitless and could be applied in any classroom situation.

Computer Vocabulary

Effective operation of a computer requires understanding of the vocabulary of the computer (printer, central processing unit, disk drive, etc.), but a need also exists to understand the vocabulary of the software. That vocabulary includes program instructions and may not be familiar to the user. The following list was taken from "Sight Words for the Computer Age: An Essential Word List," *The Reading Teacher*, October 1985, pp. 12-15. The terms may appear in different forms in different programs—all capital letters, abbreviations, highlighted, etc. Two sets of words have been earmarked, one group that appears in approximately 30 percent of the programs and another that appears more often in software for computer-assisted instruction.

Essential words for computer-assisted instruction
in the elementary grades, based on a sample of 35 programs.

activity
adjust
again
another
answer
any
**arrow
audio
before
begin
bold
button
catalog
change
choice
**choose
colors
column
compete
complete
command
computer
**continue
*control [cntrl]
copy
*correct
correctly
*cursor
*delete
demonstration
description
different
directions
*disk
diskette
document
down
drive
edit
effects
end
**enter
*erase
**escape [esc]
exit
find
finished
follow
format
**game
good
help
hit
hold
incorrect
incorrectly
indicate
insert
*instructions
joystick
**key
keyboard
lesson
letter
level
list
**loading
match
memory
**menu
monitor
*move
**name
need
*no
**number
off
on
options
paddle
password
picture
play
player
**please
point
practice
**press
print
problems
**program
*quit
rate
*ready
regular
remove
repeat
**return
rules
save
score
select
selection
**sound
**spacebar
speed
start
team
text
then
try
turn
**type
up
use
video
wait
want
which
win
word
work
*yes
your

**words present in at least 10 of the 35 programs
*other recurring words in software for instruction

SPOTLIGHT ON HAVRE: Instructional Practices from Chapter 1 Classrooms

Picture—Vocabulary—Story

Build Sight Words
Improve Vocabulary
Younger Students
Individual, Small Group

Philosophy:

—Incorporates three basic teaching methods (auditory-visual-kinesthetic)
—Attempts to maximize learning opportunities for all

How:

1. Place picture on inside left of file folder. Choose desired vocabulary related to picture and words student should learn.
2. Make two sets of vocabulary cards, paste one set on the right inside of folder (cards might be individualized by shape, color, etc., so matching to another set will be easier when first beginning this task).
3. Student is assigned folder, takes set of loose vocabulary cards for this folder and matches to set in folder.
4. Student reads words to teacher or to partner, matches the words to items in the picture, etc.
5. Student then creates a story relating the words to the picture, either orally and teacher records the story, or if at higher level, the student writes own material.
6. Story is then typed or well written, placed in that folder or in individual student folder with identifying number to match to appropriate story folder.
7. Student then reads own story—to teacher, self, class, etc.
8. A set of several folders may be created to integrate needed vocabulary, Dolch words, etc. Stories by the student may be put into book form when folders completed, to be reread.
9. Student might then create the story folders by being supplied with magazines from which pictures may be cut.
10. Use this method to incorporate spelling words into stories.

Telephone Numbers to Remember

The Office of Public Instruction hot line is no longer in service. If you wish to contact the Chapter 1 office, call the following numbers:

Jay McCallum, Chap. 1 Director 444-5443
Angela Branz-Spall, Chap. 1 Migrant Specialist . 444-4421
Nancy Coopersmith, Chap. 1 Specialist 444-4420
John Ericksen, Chap. 1 Specialist 444-3083
Dori Nielson, Chap. 1 Specialist 444-4419
Collette Alfson, Chap. 1 Secretary 444-2509
Gwen Smith, Chap. 1 Secretary 444-5660

Cloze Technique

Reading Comprehension
Intermediate Grades and Jr.
and Sr. High

Philosophy:

—A thinking exercise to improve reading comprehension
—Technique to estimate readability of material;
—Make simple material more interesting
—Rich in reinforcement
—May use to develop any skill

How:

1. Set up cloze exercise—example:
   I pledge allegiance to the _____ of the United _____ of America, and to the Republic _____ which it stands, one nation, under _____, indivisible, with liberty and justice for _____.

2. Choose position and frequency of blanks:
   —Begin with only one or two blanks—might begin with 50 words, every 10th omitted, gradually move to 500 words.
   —Use from school work assignments
   —Use familiar and unfamiliar material
   —Begin at level that insures success

3. Allow student to check against a key.
   *Check with teacher as other words may be appropriate. Ask for explanation of errors for insight into problems.

4. Use to practice skills.
   Delete nouns or some verbs—factual knowledge.
   Delete other—adjectives, adverbs, etc.
   Delete randomly—understanding syntax, context clues, etc.

5. Use for comprehension and vocabulary exercises concerning a selection.

6. Insure adequate repetition using this method.

7. As students progress have them change word to another word with same meaning.

*Many cloze programs insist that only one key word is correct, but in many instances several other words may be just as appropriate.

Supportive Materials:

Fry, Edward B., *Reading Drills Speed and Comprehension*, Jamestown Publishers. Middle Level — gr. 3-6, Advanced Level — gr. 7-10.

Selection of Kindergarten and First Grade Students

Objective information must be part of the Chapter 1 selection criteria for all students. When selecting kindergarten and first grade students to receive Chapter 1 services, objective information may be obtained from a published test or a district-made test. If the district chooses to develop an instrument to use in the selection of K-1 students, it must be able to demonstrate that the instrument is free of bias which would automatically include or preclude the selection of specific groups of children.

The criteria used to select K-1 students may differ from those used to identify students at other grade levels. However, the same number of criteria must be used. The criteria must be weighted similarly for all grade levels. (Example: if the range of points possible for a test score is 0 to 50 for grades 2-8, the same range must be used with K-1 students.)

A teacher referral is often used as a selection criterion. The referral for K-1 students may differ from the form used for other grade levels, but it must be structured in the same fashion as the referral form used in the selection of students at other grade levels.

When the prioritized list is compiled during the student selection process, the kindergarten and/or first grade students must be entered on the list with the students of other grade levels. A consistent cut-off score must be used with all students unless the needs assessment substantiates a greater need for Chapter 1 services at a particular grade level.

Summer Workshops

Many summer workshops are being offered on Montana college campuses this summer. Following are some that may be appropriate to build skills for Chapter 1 teachers:

MSU, Bozeman	*Electronic Writing in Classroom*, July 21-25; 1-2 credits; Inst. Knuth.
UM, Missoula	*Teaching Lang. Art with Computers*, June 30-July 3; 1 credit; Inst. Lott. *Software Selection for Teachers*, July 21-25; 1 credit; Inst. Myrhow. *Appleworks in the Classroom*, July 21-25 & July 28-Aug. 1, Aug. 11-15; 1 credit; Inst. Patton. *Self-Concept Development*, July 21-25; 2 credits; Inst. Whiddon.
WMC, Dillon	*Computer Workshops—total of 40 workshops*, July 16-27; Examples; Selecting Ele. Math Software; 2 credits; Inst. Thompson. Selecting Sec. Math Software; 2 credits; Inst. Jimeno.
NMC, Havre	*Computer Software/Lang. Arts*, June 16-20; 3 credits; Inst. Burt. *Diag/Prec. Mathematics*, June 16-20; 3 credits; Inst. Stahlecker. *Precision Teaching*, June 26-28; 2 credits; Inst. Gabriel. *Self Concept—Act. & Motiva.*, July 10-12; 2 credits; Inst. Joe Wayman. *Inform Rdg. Invent: Diag. Reading*, July 31-Aug. 2; 2 credits; Inst. Hicks.

Other summer school bulletins were not available and some of the above are tentative. Contact admissions offices for current information.

Inventory

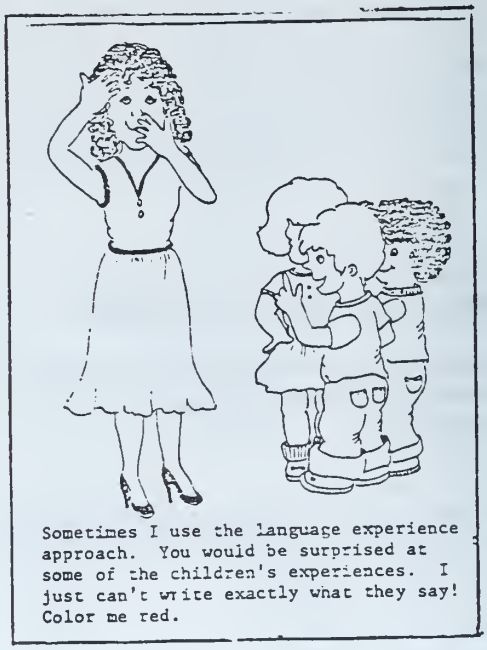
All Chapter 1 programs must establish and maintain adequate inventory records. The inventory should include a complete description of the item, including its serial and/or model number; its location; the individual or department it is assigned to; the date of acquisition; its cost; how disposed of, if applicable; date of disposition; and any other pertinent information. Items must be tagged or labeled as ECIA Chapter 1 property.

A physical inventory of equipment and supplies should be taken and the results reconciled with the property records at least once every two years to verify the existence, current utilization and continued need for these items.

Contact your ECIA Chapter 1 specialist for disposition of Chapter 1 equipment.

Please contact us if you have any comments, ideas or topics that you would like to see included in future editions of this newsletter.

from The Reading Teacher's Coloring Book


Sometimes I use the language experience approach. You would be surprised at some of the children's experiences. I just can't write exactly what they say! Color me red.